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# How can International Staff Exchange be Implemented as part of the Execution of an Internationalisation Strategy in UK Higher Education?

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# Why Aren't Staff More Mobile?

- Management won't let the staff go
- The staff don't want to go
- It's for young, single people only
- It's for junior staff at the start of their careers
- It's for academic staff only

***WRONG!***

- Assumptions have filled the knowledge gap
- Assumptions are hampering implementation

# Contents

- Context
  - Managing Universities in the UK
  - The Knowing-Doing Gap of Strategy Execution
  - Internationalisation Continua
- The Vicious Circle of Strategy Failure
- Emerging Themes from the Research
  - Culture
  - Strategy
  - Entrepreneurship
  - Diversity
- The Virtuous Circle of Strategy Execution
- Three New Models

# Some Context

- Universities as 'unique' organisations (Grigg, 1994)
- New focus on academic entrepreneurship + hostile reception (Tasker & Packham, 1990; Grigg, 1994)
- 'New managerialism' and erosion of 'academic freedom' (Clarke & Newman, 1994 ; Deem, 1998, 2001)
- Internationalisation as a 21st century imperative for HE institutions (Horn et al., 2007)
- Common failure to execute strategy (Kaplan & Norton, 2008)
- Vague statements re 'encouragement' & 'facilitation' of staff mobility (Harris, 2008; Killick, 2007)

# Managing Universities

- 'Organised anarchies' (March & Olsen, 1976)
- 'Professional bureaucracies' (Mintzberg, 1979)
- 'New managerialism' (Clarke & Newman, 1994; Deem, 1998, 2001)
- 'Machine bureaucracies'?
- Lack of strategic experience and expertise
- Increasingly turbulent, international environment
- Multiple constituencies & stakeholders (Schmidtlein & Milton, 1989)
- Multiple and unclear, disputed, changing **values** & aims (Williams, 1995)
- Political scrutiny: constrained autonomy
- Decreasing public funding & accountability: transitional state (Liu & Dubinsky, 2000)
- Emergent, learning strategy only (Mintzberg et al., 1998)
- "Reactor/Adapting" organisations (no clear strategy, no freedom) (Burgelman, 1983)
- Strong culture is particularly important, includes strong **values** (Sporn, 1996)
- Convergence of issues/challenges for 'old' & 'new' universities (Deem, 1998)

# The Knowing-Doing Gap

(Pfeffer & Sutton, 2000)

- 66% of corporate strategy is never executed (Johnson, 2004)
- 60-80% fall short of their strategy predictions (Kaplan & Norton, 2008)
- Only 60% potential value is realised due to “*defects and breakdowns*” in execution (Mankins & Steele, 2005)
- 85% exec teams spend less than 1 hour pcm discussing strategy (Kaplan & Norton, 2005)
- Gap between promises and delivery (various authors)
- Rhetoric-Reality Gap in HE internationalisation (Otter, 2007)
- Execution more difficult than formulation (Carpenter & Sanders, 2007; Hrebiniak, 2006)
- Makes the difference between competitors (Bossidy & Charan, 2002)
- It's not poor strategy, it's poor execution!
- Beware “*performance ambiguity*”: attributing failure to the wrong thing (Hill, 2009)
- Gresham's Law: *discussions about bad operations inevitably drive out discussions about good strategy implementation* (Kaplan & Norton, 2008)

# Internationalisation Continua

Based on Turner & Robson, 2007; Jones & Brown, 2007; Bartell, 2003;  
Schoorman, 2000; Mestenhauser, 1998

**INFUSION  
APPROACH**  
(deVita &  
Case, 2003)

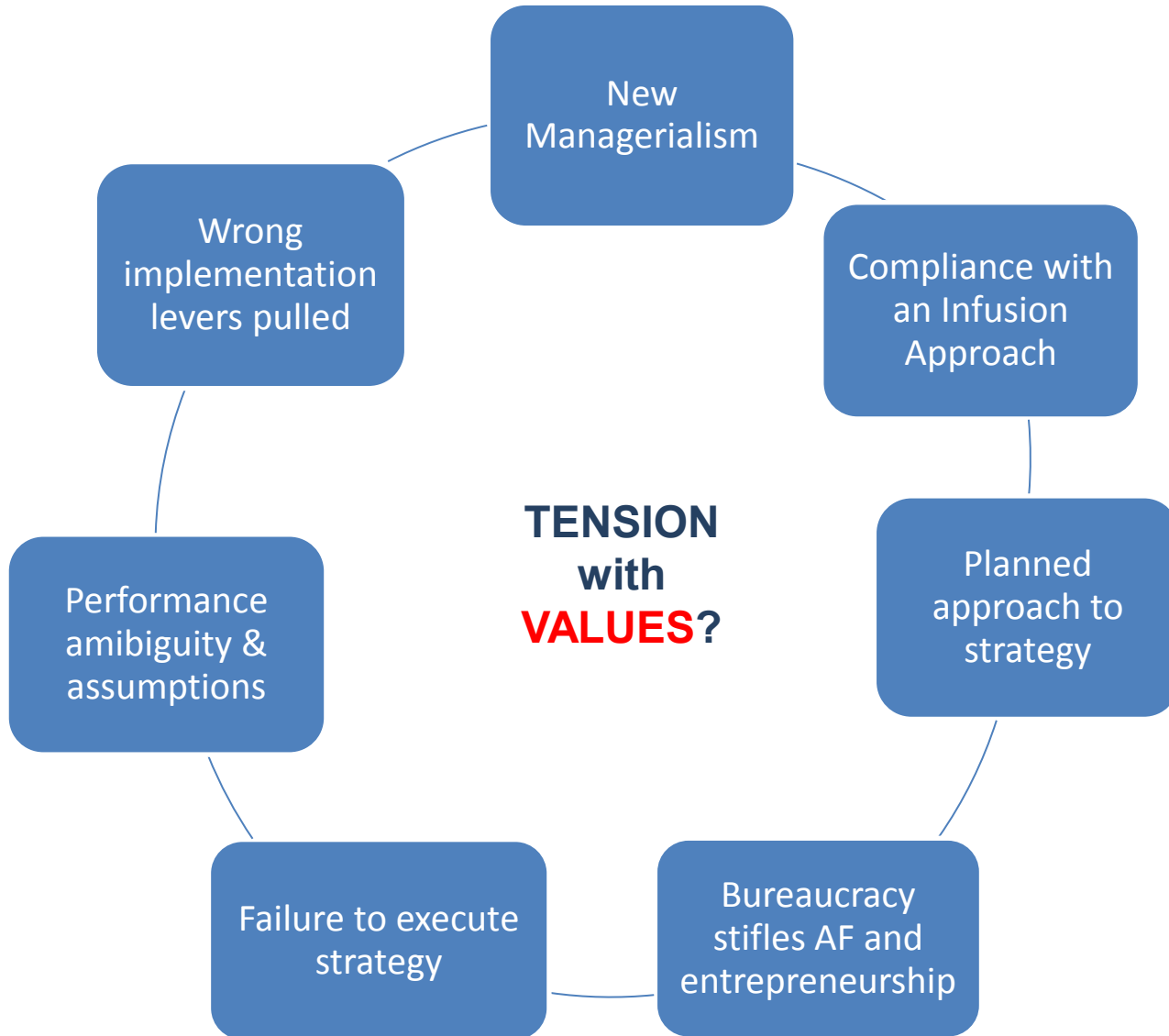
Symbolic  
Compliant  
Commercial  
Competitive

Transformative  
Committed  
Internationalist  
Co-operative

**HOLISTIC,  
VALUES-  
BASED  
APPROACH**  
(various)

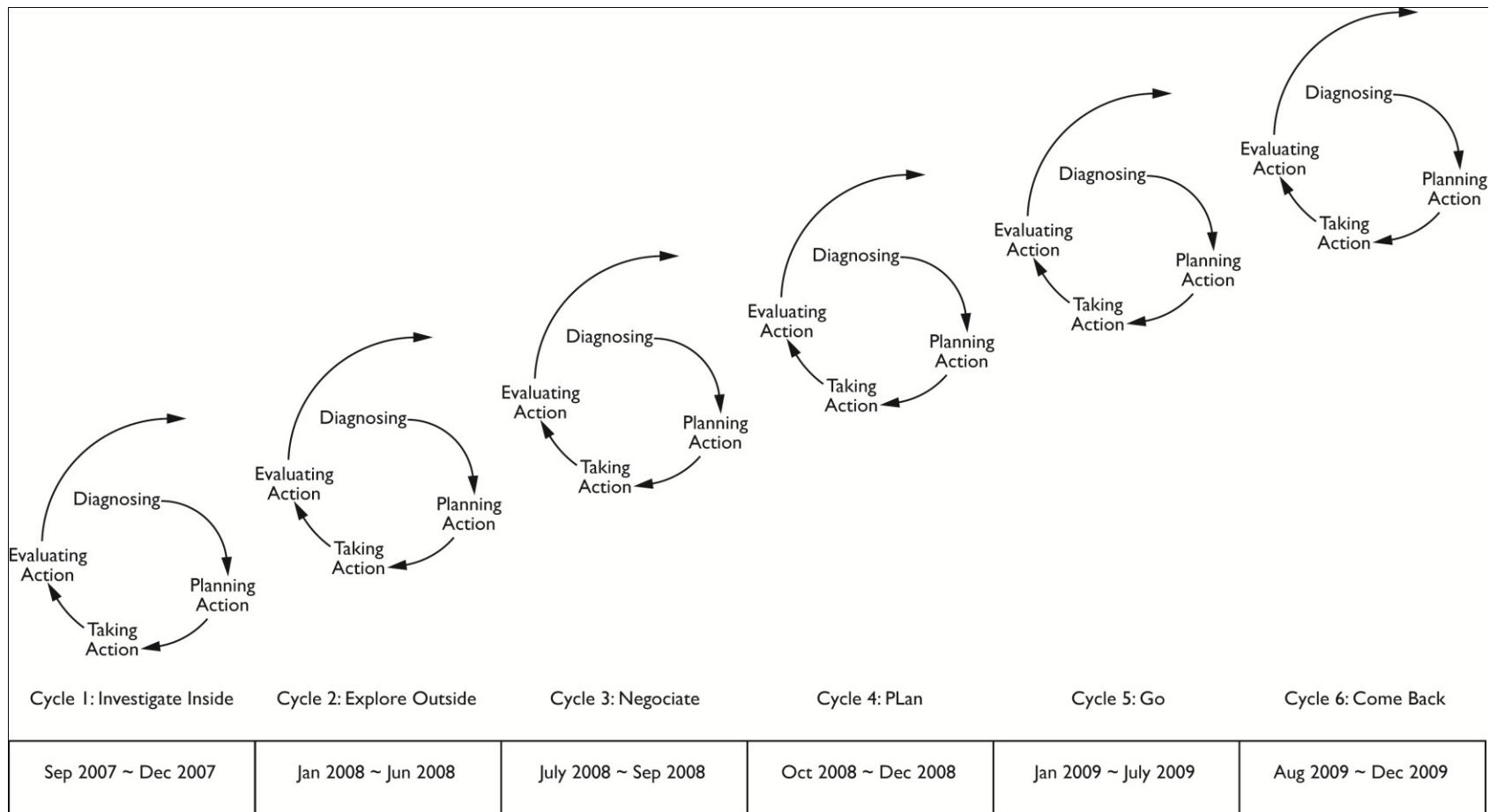


# A Vicious Circle



# Pragmatic Insider Action Research

## 1st/2<sup>nd</sup>/3<sup>rd</sup> Person, “Outsider Within”



# Emerging Themes

- Danger of Assumptions
- Culture
- Work-Family Separation
- Absence of Strategy
- Absence of Architecture
- Flexibility
- Value of Entrepreneurial Individuals
- The Problem with Strategic Entrepreneurs
- Communication Breakdown
- The Dual Approach

# Relevant Elements of Culture

- Nostalgia & blame
  - (due to transition state? Liu & Dubinsky, 2000)
- Support and enthusiasm
- Fire-fighting & muddling-through (Lindblom, 1959; Bartell, 2003)
- Reliance on tacit knowledge (Pfeffer & Sutton, 2000)
- Bilingualism (Gewirtz et al., 2005)
- Internal focus (Sporn, 1996)
- New managerialism & bureaucracy (C&F, Deem)
- Importance of ‘values’ & ‘philosophy’ (Tierney, 1988; Teichler, 2004; Robson & Turner)
- Academic freedom as “pure” entrepreneurialism?

# ‘Pure’ entrepreneurship

- In HE, negative attitude towards entrepreneurialism or entrepreneurship, based on
  - a narrow, superficial understanding of the concept (e.g. ‘academic entrepreneurship’)
  - a confusion with commercialism (e.g. in Deem, 2001)
  - an unproven (and contradictory) equation with ‘new managerialism’ (e.g. in Vaira, 2004, Turner & Robson, 2007)
  - and therefore globalisation (e.g. in Slaughter & Leslie, 1997)
  - related prejudice against ‘a business ethos’ (Vaira, 2004)
- original definition of entrepreneurship as *“the doing of new things or the doing of things that are already being done in a new way”* (Schumpeter, 1947)
- and others which emphasise autonomy and flexibility (e.g. Timmons et al., 1985)
- entrepreneurial **values** (Hayton, 2005; Kuratko & Goldsby, 2004; Morris & Jones, 1999)

# Work-Family Separation

- Irresponsible & unrealistic: erects huge barrier
- Especially foolish in staff mobility
- “Young, single people” have relationships too!
- Family as motivator
- Family as facilitator
- Family as contributor
- Family as supporter

# Absence of Strategy

- No strategy, no vision, no strategic consensus, no shared values
- Opportunistic operations, management wish list (Bossidy & Charan, 2002) collaborator drag (Howe & Martin, 1998)
- Discussion of an “agenda” (rolling list of things ‘to do’)
- Reliance on muddling-through (Bartell, 2003) but NOT fire-fighting (no urgency)
- Piecemeal & expedient implementation
- No communication on staff mobility
- Entrepreneurs seek ‘hooks’ on which to hang projects (creating unnecessary complexity): pet projects
- No incentive or reward for implementers
- Undermines institutional benefits

# Absence of Architecture

- Piggy-backing process and diverting existing resources = entrepreneurial behaviour (Burgelman, 1983, Herr & Anderson, 2005)
- Building structure as you go
- Incentives & rewards are remote, indirect and uncertain
- Unnecessarily time-consuming, risky, difficult, complex
- Relying on special skills, experience and access
- All barriers to wider participation in mobility
- Potential failure undermines institution
- Learning is lost



# Need for Flexibility

- Conceptual
  - Anytime, anyplace, anywhere
  - Anyone!
    - especially more mature, senior staff with families (for greater institution benefits)
    - Including admin and support staff
  - Avoid direct, like-for-like exchanges
- Personal
  - entrepreneurial behaviours, not personal circumstances!
- Organisational
  - Slack

# Generic Situations of Entrepreneurship in Large, Complex Organisations

(Burgelman 1983)

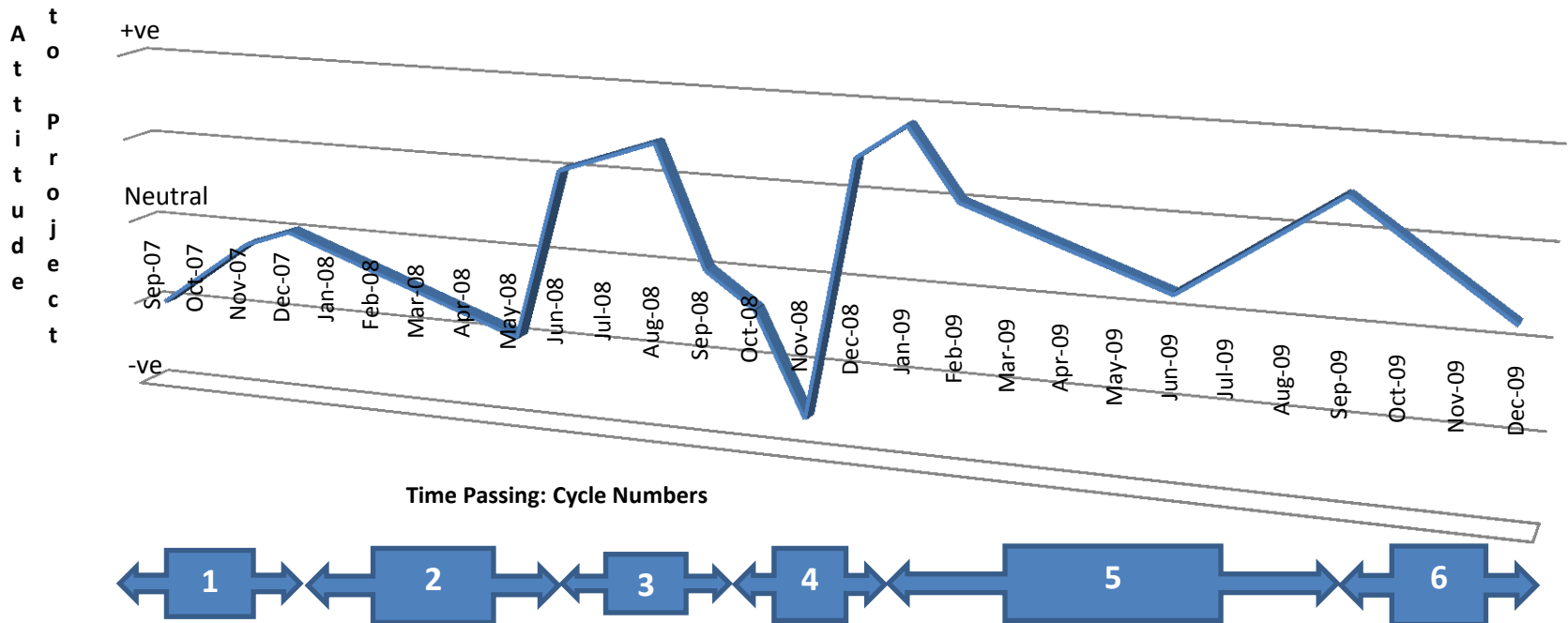
		<b>Top Management's Perception of the Opportunity Cost Of Current Business</b>	
		<b>Low</b>	<b>High</b>
<b>Slack Available at Operational Level</b>	<b>Low</b>	<p>Top management does not want, and operational participants do not provide, many entrepreneurial projects.</p> <p><b>Result:</b> Minimum emphasis on autonomous strategic behaviour loop.</p>	<p>Top management wants, but operational participants do not provide, many entrepreneurial projects.</p> <p><b>Result:</b> Force the autonomous strategic behaviour loop. Jump into just any projects available. Projects end up as “failures.”</p>
	<b>High</b>	<p>Top management does not want, but operational participants do provide many entrepreneurial projects.</p> <p><b>Result:</b> Suppression of the autonomous strategic behaviour loop. New projects end up as “orphans” or “misfits.”</p>	<p>Top management wants, and operational participants provide, many entrepreneurial projects.</p> <p><b>Result:</b> Maximum emphasis on the autonomous strategic behaviour loop.</p>

# Value of the Entrepreneurial Individual

- Autonomous strategic behaviour (Burgelman, 1983)
- Externally-focussed, self-interested, **values**-driven
- Creates an 'eco-system of collective interest' (ie new culture)(Burgelman & Hitt, 2007)
- Uses dyadic communication & personal relationships (Hutt et al., 1988)
- Fill the strategy vacuum with dedication, determination, perseverance (Timmons et al., 1985) passion, resolution in pursuing dreams (Thornberry, 2001)
- The Power of Gatekeepers: judgement or assumptions?

# Value of Entrepreneurial Individual

The Attitudinal Rollercoaster



# The Problem with Relying on Strategic Entrepreneurs

- Exploited by the institution: little support and no reward “*working 18 hrs a day*” (Thornberry, 2001)
- Runs personal risk, creates organisational risk: no contingencies, no ‘anticipatory management’ (Porter & Harper, 2003)
- ‘Strategic neglect’ (Burgelman, 1983) means limited ability to institutionalise
  - Avoids bureaucracy, plays down challenges, ignores barriers, details “*il n’y a pas de soucis*”
- Therefore provides little ‘demonstration effect’ (Binks & Lumsdaine, 2003)

# Communication Breakdown

- University - partners
- School - Centre
- Committee Secrecy
- Personal
  - Between individual and partners
  - Between individual and home institution

# Diversity & The Creative Class

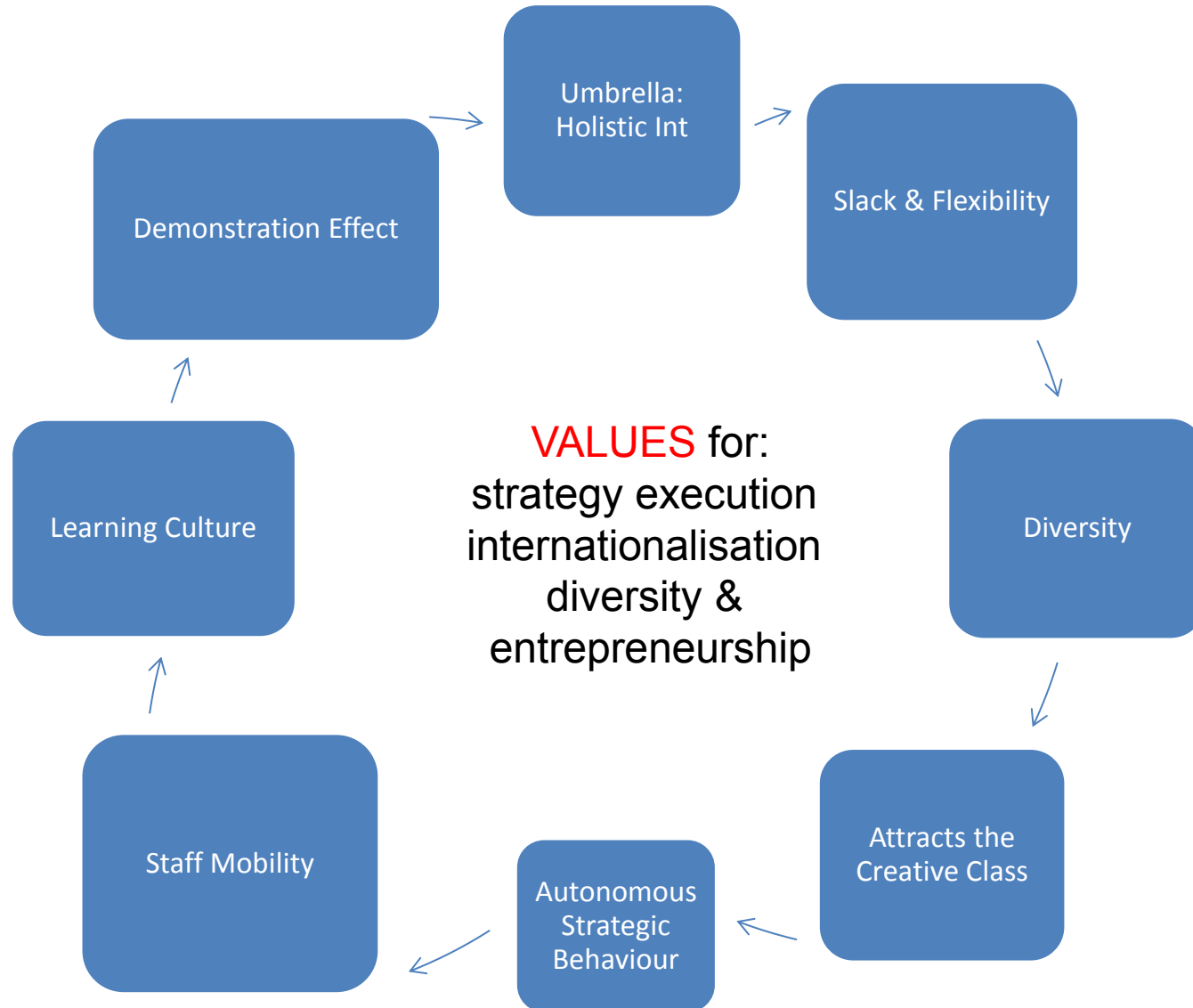
- **DIVERSITY**

- enables organisations to survive (Burgelman, 1983)
- drives entrepreneurialism, innovation, creativity (various)
- provides greater capacity for transformation (Greenwood & Levin, 2007)
- Lack of innovation due to lack of diversity in faculty (deVita & Case, 2003)
- attracts entrepreneurial individuals as members of the Creative Class (Florida, 2004)
- those using creativity in education are also members of the this Class (ibid)
- a university is a potential creative hub (not just for academic entrepreneurship) (ibid)

- **DIVERSITY**

- Diversity measures include numbers of “foreigners” and racial integration (ibid)
- internationalisation drives diversity (Horn et al., 2007)
- drives internationalisation (Bartell, 2003)
- **values**-driven approach promotes and develops diversity (Brown & Jones, 2007)
- internationalisation can be conceptualised as an inclusive culture in which diversity is celebrated (Robson & Turner, 2007)
- some HE systems value it (Welch, 2002)

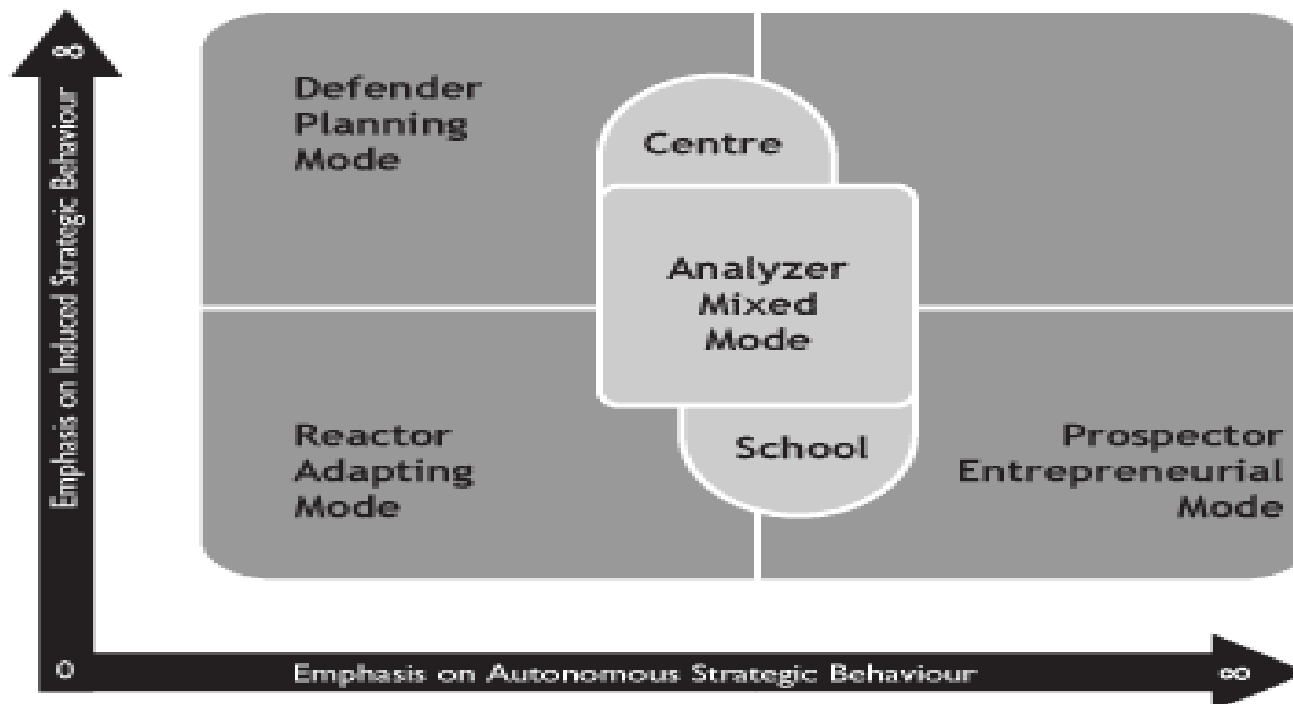
# A Virtuous Circle?





# The Dual Approach

**Burgelman's Reinterpretation of Miles & Snow and Mintzberg Typologies  
Applied to the Dual Approach to International Staff Exchanges**

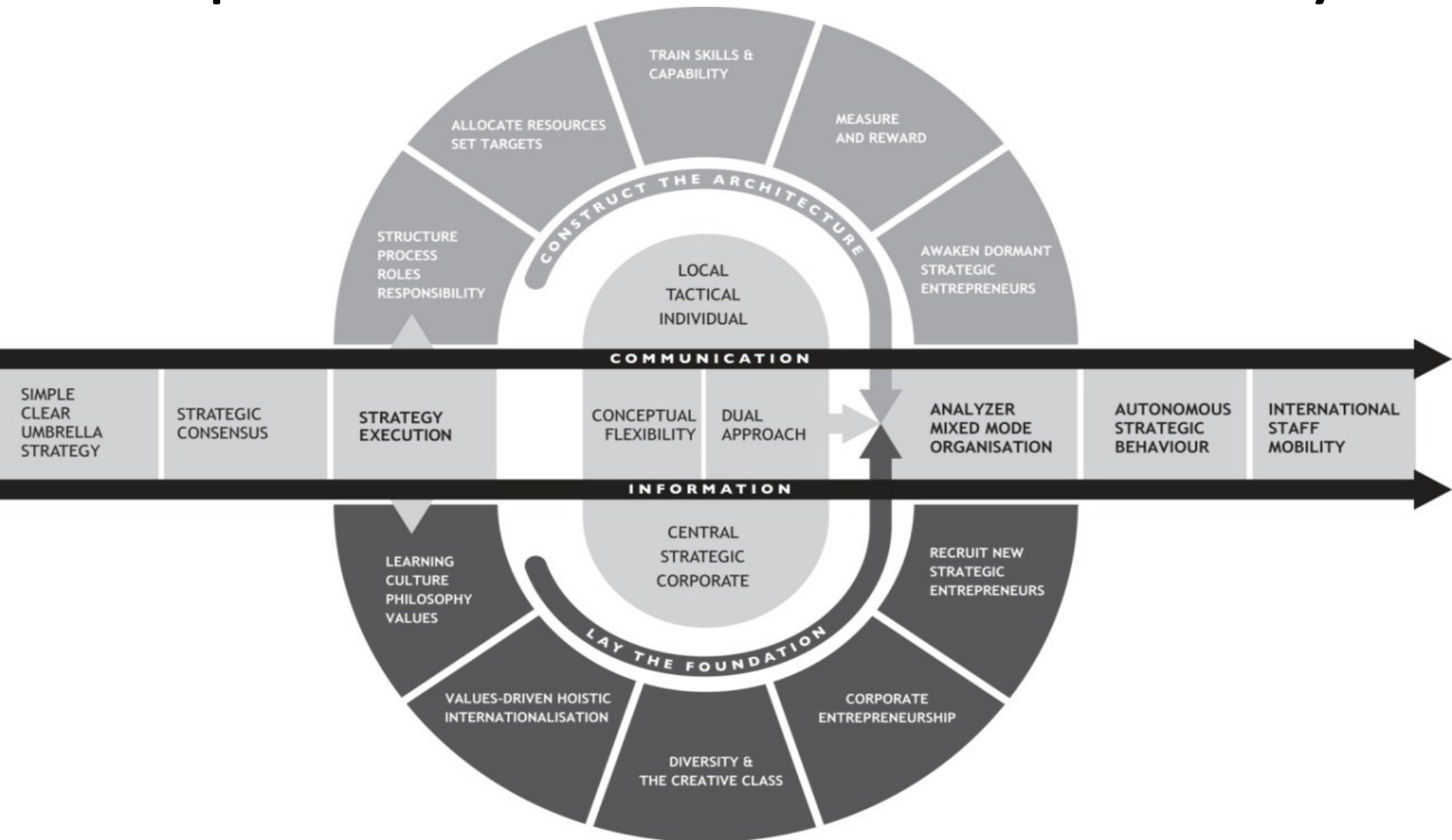


# Dual Qualities of International Staff Exchange

developed from Inkson et al.'s Contrasting Qualities of Expatriate Assignment (1997, p.352).

	Expat Assignment	University Staff Exchange	Overseas Experience
<b>Initiation:</b>	Company	Dual Approach	Individual
<b>Goals:</b>	Company projects (specific)	University and individual aims (combined)	Individual development (diffuse)
<b>Funding:</b>	Company salary & expenses	Company salary & expenses / Individual contribution	Personal savings & casual earnings
<b>Career Type:</b>	Organizational career	Higher education	Boundaryless career
<b>Research Lit:</b>	Large	Limited	Nil

# A Bridge Across the Knowing-Doing Gap: New Model for Staff Mobility



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**THANK YOU FOR LISTENING  
ANY QUESTIONS?**